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ABSTRACT

This is a description and summary of a vocational program for the potential dropout. The project is designed to afford vocational education for lower ability or socially troubled high school students of the Sioux Falls Independent School District by utilizing an adjusted curriculum, cooperative vocational education, and a basic skills center. The students attend regular academic courses three hours per day and the rest of the school day is assigned to a vocational resource teacher for general vocational instruction, projects and cooperative education, or work experience assignments. [Because of the quality of the original, parts of this document will not be clearly legible when reproduced.] (Author/JW)

ED056146

Description and Summary

of

First Year Exemplary Program:

OCCUPATIONAL DEVELOPMENT

(A Vocational Program for the Potential Dropout)

Washington Senior High School
315 S. Main Avenue

Sioux Falls, South Dakota

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An extra "thanks" goes to all the many fine teachers and businessmen who gave that "little extra" for the students described in this report.

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(Original Proposal)

A. Introduction

1) Vocational educators in the Sioux Falls public school system have the responsibility to provide to every high school student so desiring, the opportunity to gain a saleable skill during his or her high school career. Considering the span of ability and interests of our student body, this task is not an easy one. Coupled with this responsibility is the responsibility to develope the most adequately prepared craftsmen, ability and time warrants.

2) Our regular vocational program offerings are not designed to meet the needs of the lower ability student, the less motivated student or the student with serious social or personal problems. Putting these students into regular vocational programs where they cannot get needed individual help only increases the frustration and anxieties already present because of previous failures. These students also jeopardize the quality of regular vocational programs because these people many times create safety hazards, or they demand so much of the instructor's time they restrict the progress of other members of the class.

3) Since we in vocational education have as much responsibility to the lower ability or socially and personally troubled student as to the rest of the student population, our problem takes on a new dimension. If we are to really do our job, we must have vocational programs geared to meet individual needs.

4) There are, in the world of work, employment opportunities for all kinds of interests and levels of ability. These lower ability or problem students can and do become happy productive employees and members of society. If we can reach these people before frustration and failure create warped, maladjusted, or psychotic vegetables of them, they can be counted on the positive side of the ledger in terms of tax dollars rather than recipients of our welfare and unemployment checks. This is of course only one of the many benefits reaped from helping this group.

5) For these reasons, a vocational program for lower ability or socially and personally troubled students was developed in this school district. The program described in the following pages is designed to meet the vocational needs of these students.

B. Statement of Project

This project is designed to afford vocational education opportunities to lower ability or socially and personally troubled high school students of the Sioux Falls Independent School District by utilizing an adjusted curriculum, cooperative vocational education, and a basic skills center. The program is available to sophomores, juniors, and seniors, who, by present evaluation procedures, are not benefiting from the regular curriculum of the high school or by conduct and performance, are potential dropouts. Most of our present students in this program have been in trouble with the law.

Some have dropped out of school and are trying to make a comeback. Most of them have poor attendance and achievement records and many come from less desirable home environments.

A few of these students are attending what is referred to as our adjusted curriculum program. These students are in specially designed courses in Biology, American History, and English. They are selected on the seventh agade level in two junior highs. Previously, this program was academically oriented with minimal emphasis on vocational needs. The only vocational education opportunities for these people was to be integrated into the regular vocational programs. These students have been and will continue to be able to earn a high school diploma.

This program is designed to serve approximately 25 students divided into two sections. The students would attend the adjusted curriculum program or regular academic courses three hours per day and the rest of the school day be assigned to a vocational resource teacher for general vocationally related instruction, specific vocational education projects, and cooperative education or work experience assignments. Students handicapped by severe basic reading or math skills can be assigned to the Individualized Learning Resource Center of the Southeast Area Vocational-Technical School in addition to their adjusted curriculum or academic program.

The general vocationally related instruction is held two periods each day, both semesters (one hour each section), and taught by the vocational resource teacher. (In actual practice the general

vocationally related instruction was held three periods each day instead of two. The additional period was added due to a number of students who required attendance in other classes during the two basic class periods.) This general course is covering such material as:

1. Understanding yourself and others
2. Self-analysis toward employment
3. Area occupational opportunities
4. Employer-employee relations
5. Legal aspects of employment
6. Insurance, social security, and related information
7. Some consumer economics

The specific vocational education projects and programmed vocational work is integrated into the general related work as the students are placed in their various work assignments and their needs there become apparent.

Each student is provided work experience commensurate with their ability and interest, this work experience to be in the form of a vocational cooperative education program with the following characteristics:

1. A carefully selected work station providing at least two hours per day of experience
2. Instruction given in the classroom both generally and specifically related to the student's on-the-job experiences, and the student's career objective
3. A jointly prepared training plan insuring the student the kinds of experience necessary to develope job competencies

4. Adequate supervision of the job

5. Adequate coordination between school and job experiences by the vocational resource teacher

This program is designed for students who cannot benefit from our present vocational offerings because of lack of mechanics aptitude, general ability, or interest, or because of personal or social problems that prohibit them from benefiting from the regular or vocational programs. Work experience in lower skilled jobs in (but not confined to) the following areas is being followed:

1. Clerical or office

2. Distribution

3. Building maintenance

4. Construction industry

5. Auto servicing

6. Metal or manufacturing industry

7. Health service occupations

8. Food service occupations

9. Personnel service occupations

The work experience and on-the-job training provided the student is, in most cases, oriented toward developing skills. Pay to these students in incidental and a matter compatible to the student and the employer.

This program is, for some of these students, exploratory in nature: therefore, career objectives do not bear the consideration normally given them in our other vocational cooperative education programs.

C. Objectives

1. To develope a sense of personal involvement on the part of the lower ability and/or socially and personally troubled student in the educational process through the implementation of a special vocational education program designed to assist them to take their places in society.
2. To assure participation of lower ability and/or socially and personally troubled students in situations designed to give them experience in making personal and social adjustments.
3. To provide lower ability and/or socially and personally troubled students with involvement in the theory and responsibilities of being an employee, a member or head or a household, and a contributing member of the community.
4. To allow each student the opportunity to consider alternatives in occupational selection by providing occupational exploration experience, and opportunity for decision making and self-evaluation. This to be accomplished through structured class work and utilization of work experience and on-the-job training.
5. Develope entry level job competencies commensurate with the students ability and interest, this task to be accomplished by utilizing community resources as learning laboratories and the vocational cooperative education concept.
6. To assist the students in developing those skills and habits necessary for a satisfying, effective life, both vocationally and socially, and to help them to accept individual responsibility for their lives.

7. To encourage students to acquire the knowledge and understanding necessary to exercise good judgement and to make decisions wisely.

PROGRAM MECHANICS (AFTER COMPLETING THE FIRST YEAR)

A. Selection of Students

The most important working relationship in this program must be between the coordinator and the administration and counseling staff. Not only because these people come in contact more with the type of student suited to this program, but also because these people must be understanding of what the program is trying to achieve and in some instances be willing to concede some long established ideas of structure and school policy. This will become more apparent as this report continues.

At Washington High School the tentative selection committee was composed of the principal, assistant principals, the counselors, and myself, Dave Hylland. Applications from such sources as the juvenile court, junior high school counselors, welfare service, and, of course, from our own counselors and administrators. Selection was primarily based on the following criteria:

1. The students' previous scholastic performance in the areas of attendance, discipline problems, character ratings, grades, motivation, previous dismissal or drop from school,

Iowa Test results, and any other tests given, such as a psychological.

2. Family background, ie: broken home, underpriveleged, lack of parental concern for the child.
3. The students personal qualities and potential (contact with the law, welfare agency, etc.), lack of responsibility or concern for becoming successful.
4. Referral during the year due to frequently skipped school and the development of some of the criteria described in criteria number 1.
5. Returnees from the State Training School, if suited.

As the year continued and the program became established our greatest referral source was the students themselves. The type of student who falls, generally, into the category that was previously described, associates with other youngsters who are quite similar to themselves. It is quite important that not everyone who tries to get in the program simply because his friend is in it, should be allowed. A careful screening process is essential.

It is also essential that certain pairs of students be placed in different classes so they do not disrupt the class or control the group. Most students will try to stay with their "running mates" if they can, however, if a group setting is used, such as an "encounter group", it is important that these students find security in themselves and form new associations rather than retreat to the security of their "running mates". This general stricture

has its exceptions. Occasionally close friends can help each other see their hangups, if carefully guided, but usually the environment is quite loaded with one group of "running mates". [1]

B. Orientation of Students

All children need and want to know "the score". They want to know such things as:

What's going to happen?
How will I be treated?
What do I have to do?
What can I get by with?
What limits will I have?
Will I get a fair deal?

Just as a foster child comes into a new home with apprehensions, so does a "disadvantaged" youngster come into a special program. It is important to give each student a complete picture of what is expected from you and from him. He must not be forced into the program. The coordinator can not be a policeman. He must be a "straight guy" with the kids.

Most juveniles know in their minds that they need a high school education to open more doors for them when they are older. Some, however, are so turned off by the impersonalness that can face them in a high school of twenty two hundred students, that they feel no one will miss them if they dropout of the picture or remain in the shadows. So that is the most important step in orientating the student--show him he is special and that someone really cares (someone from the system).

Don't build up a picture just to turn him on to school. Tell

1. An application sheet and referral sheet are on pages 26-30.

it like it is. Help him to see his responsibilities if the program is going to work for him. Most of these kids have never been expected to live up to an obligation and accomplish something.

Each student must have equal consideration. It is much too easy to concentrate efforts on those considered "extra tough". Too often those you feel have enough strengths to get started on their own will be lost.

In talking to each student before he was accepted we let him know what would be happening and how it was to happen. We also explained to him or her how the "group" was structured.[2] He understood what obligations he had on the job. He understood what was going to happen in class. He understood the program and the limits. Most important of all he understood our goals.

The student is not the only one who needs to be orientated. His parents and anyone else who deals in a significant way with him, should also be orientated. They need to know what their role is in helping this youngster develop a sense of worth and accomplishment. It has to be a combined effort.

C. Basic Methods Used

In structure, Occupational Development is very similar to Distributive Education and Diversified Occupations, in that in all three programs the students attend school a half day and spend the other half of the day working somewhere in the community at a business or training station receiving on-the-job training and

2. "The Group" is explained more thoroughly later

experience. However, Occupational Development differs from the other two work-study programs in a number ow ways. First, of course, is the difference in the type of student. O.D. students range from sophomores to seniors, whereas D.E. and D.O. accepts only seniors. O.D. students can work in retail occupations as well as service, laboring, and related areas, which is another uniqueness. This gives the O.D. program a wider range of occupational outlets to meet a wider range of needs. At this time all D.E. and D.O. students attend classes in the morning at Washington High and O.D. students are divided into two groups, one group attending classes in the morning and working in the afternoons, and the other group working in the mornings and attending classes in the afternoon. This gives us still a broader opportunity for obtaining part time work. Finally, D.E. and D.O. base their curriculum more specifically on helping the students to obtain more permanent career objectives, whereas, O.D. is more directly concerned about developing attitudes, a sense of responsibility, and a feeling of self worth, along with giving the student a work experience. (This is not to say that the other two programs do not also deal in those same objectives.)

In only a short time, it became quite apparent that the greatest problem these students would have, would be their antisocial attitude and lack of responsibility. We had a saying throughout the year that "no matter how much a person knew about doing his job, if he could not get along with people, he would not be a success." With that as a criteria, we had no successes at the beginning stage.

It seems that our school had many history, math, biology, and English courses, but none on human adjustment on an individual level. We felt this would take our first and foremost efforts. That is why we employed a group encounter situation rather than a formal class structure.

"THE GROUP"

There have been a number of books and articles written exclusively about group work, therefore this account will not attempt to delve into all of the facets possible in order to give a complete analysis of group work. Instead, this will mention only some of the methods and techniques that were used by this particular class in this school setting.

Towards the beginning of the year and up until nearly the end of the first semester the O.D. program consisted almost entirely of group sessions. We had three different groups ranging in size from six to eleven students. Nine students seemed to be the best number.

We dealt with feelings, attitudes, behavior, and motivation and how to adjust these to become a better person. We had students who reacted to the group in a number of ways, ie., crying, running out of the room, squaring off with someone, complete silence, swearing; usually because the group was making them see themselves like they had never done before. It was also gratifying to see how the group would also bring the person's good points out and incorporate those

into a solution for adjusting to problems.

The group sessions began in usually one of three ways. At the beginning of class the students would arrange their desks in a circle, so that everyone could see each other. If there seemed to be a spontaneous conversation about something bothering someone, we would let the group pursue that problem. If I had a particular problem on my mind concerning one or more in the group, I would bring that up. Other times, one person would be assigned the group for that day for a number of possible reasons, and the entire hour would be spent on that person.

Group work is a very tedious, frustrating, sometimes long-range endeavor, however, persistence generally paid off. It was also apparent that group contact was not, by itself, always effective. Often times an individual responded best after an individual one-on-one session to supplement the group's pressure placed on him or her that day.

Besides attacking personal problems these kids were having in their everyday lives, group was an excellent way of dealing with adjustments they were having a hard time making on their jobs. For instance, employer-employee relations were best dealt with in this way. We had one girl who had such a hard time adjusting to frustration that she walked out of five jobs before she finally made some adjustments. On her sixth job she was a tremendous success. That was a job as a teacher's aid at a school for the handicapped. At a previous job she walked out because she spilled a malt on her uniform; she walked out on another because her boss would not let her off work to

see a parade.

One day the group spent the entire hour trying to persuade a boy to wear a white shirt and tie to apply for a job at a grocery store. Finally the boy brought out the fact that he did not own a white shirt and tie. However, when the group offered to buy him one, he still refused. It was just too much of a transition to make at that time.

On another occassion one of our boys threw a 22 caliber bullet at another member of the group in an English class. (This is an example of when running mates should have been separated.) Fortunately the shell missed the boy but hit the blackboard in front of the room and exploded, sending the slug into the floor and the cartridge into the ceiling. The group spent quite a few sessions discussing the behavior of these two boys in that particular class. (Both boys completed the school year to the surprise of many. This is also an example of a time when good rapport with the administration comes in handy !)

To illustrate how a spontaneous remark can set off a cohesive group, there was a class that began by my making an off-the-cuff comment to a boy that it looked like his pants were dirty. He responded by replying, "That's not dirt, Jack, that's my work clothes and they're just greasy." (By the way, my name is not Jack !) The group really condemned him for wearing his grubby work clothes to school. They kept the pressure on him for the whole hour. The next day he wore a white shirt, tie, <u>and</u> a pair of dress slacks to class. He was well dressed the rest of the year. This is a boy who had

been sent to the state forestry camp by the juvenile court.

This paper could go on and on listing examples of kids trying to help kids in almost any area. One of the most trying areas to delve into, of course, had to be the area of drugs and alcohol. Everyone needs security and this was one area some of them looked to for their security. Once again, though, it would be too lengthy to go into this area at this time.

Two of the valuable tools that we used occasionally in group were a taperecorder and a video tape machine. We would film the group and at a later time play it back and let them see themselves as others saw them. They always requested that the tapes be erased right after they saw them. This was always done.

Another noticeable aspect of the group was the pride and cohesiveness they developed. At the end of the first semester I reviewed the possibility of bringing some new members into the program. The kids expressed, quite emphatically, that they wanted to approve any new members in the program. Their request was quickly denied. They seemed to accept the fact that this was overshooting their bounds. (But, they had to test.)

It should be noted at this time that many educators seemed to feel that the school system is no place for such a "therapeutic" technique as group work. That it is not education's function to become so involved in the personal lives of a handful of controversial juveniles. I couldn't agree less with this position. I think it's about time the school systems rolled up their sleeves and got involved. After all, the philosophy of education, as I have been told,

is to change behavior. Let's not change behavior on the surface in a mechanical way. Let's try to change it at its core which is rooted in the child's background and environment.

The Structured Class

One of the major aims of this program is to help the person adjust to school in general. The bell doesn't really sound until graduation day. For that reason it was necessary to simulate a regular class setting and handle their frustrations and disappointments as they arose from experiencing normal class functions, such as hearing lectures, reading books and articles, writing tests, taking field trips, etc.

As was mentioned previously, some areas could be covered in a group setting, such as employer-employee relations. However, after the first semester we held group only three days a week (M.W.&F.), and reserved Tuesdays and Thursdays for "class". It should be pointed out, however, that if the need arose we would exchange group for class to handle an immediate problem.

This adjustment to class two days a week was not easy for them. Looking back in retrospect, were I to live that year over I would have inplemented the structured class much sooner. I compare the change somewhat to allowing a child to get into the refrigerator whenever he wants with no repercussions. One day you spank his hands for doing what comes natural to him. It takes a while for him to adjust. Perhaps this is a morbid comparison but at the time of the transition it seemed quite comparable.

Some of the areas that we covered in class were completing application forms, job interviews, resumés, letters of application, letters of reference, insurance, social security, taxes, labor laws and regulations, contracts, credit buying, fringe benefits, want ads and advertising, banking, and personal hygiene.

It should also be mentioned that some of these areas, such as completing application forms, job interviews, and resumés were briefly covered at the very beginning of the year in order to help the students in their pursuits of jobs at that time. They also, at that time, were given the Kuder and G.A.T.B. tests at the State Employment Office. These tests were also interpreted for them at the employment office. This was done to help them better understand for what type of jobs they were best suited.

Below are listed some of the materials we used in the classroom to cover some of the areas previously mentioned:

1. Succeeding in the World of Work by Kimbrell and Vineyard. McKnight and McKnight Publishing Company. Copyright 1970. Bloomington, Illinois.

   (This was the main text. It is an excellent basic text that touches upon the main areas concerning employment.)

2. A Job For You by Phyllis Dubnick. Steck-Vaughn Company. Copyright 1967. Austin, Texas. (Paperback)

3. The Job Ahead by New Rochester Occupational Reading Series. Copyright 1963. S.R.A., Inc. 259 East Erie Street, Chicago, Illinois.

   (Hard bound book of short stories with a supplementary work-book -- good because of its adjusted reading level)

4. Handouts - "What Everyone Should Know About Getting A Job", "How to Save Money", and "How to Understand Yourself" Published by Channing L. Bete Co. Inc., 45 Federal Street, Greenfield, Massachusetts.

5. Making the Most of Your Money paperback by Institute of Life Insurance, 277 Park Avenue, New York, N.Y.

6. Handout - "Health Careers - Where the Action Is" by U.S. Department of Health, Education, and Welfare

7. Sound Filmstrip: "Trouble at Work" by Guidance Associates of Pleasantville, N.Y.

*Films that were shown this year along with additional materials that will be used in the upcoming year are included later in this paper.[3]

There is also a suggested reading list attached, that was compiled from our own school library.[4] Reports were given on specific areas from this reading list.

The Work Experience

Each student who completes the program in a satisfactory manner receives two credits for Occupational Development. He receives his other two credits for the other two courses he takes, such as English and Biology if he were a sophomore. One of the two credits he receives in O.D. is for his classroom work and the other for his work experience. However, in the final grading, both areas are combined to appear as one grade on his report card. (Grading is another controversial area that I would like to see revised or abolished, due to the handicaps it creates.)

The object, of course, is to have all the students working and none out of a job. With this type of student, especially, that is quite a difficult task, but as was shown, not entirely impossible.

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3. Films and additional materials for the upcoming year are on pages 31 & 32.

4. The reading list described is on pages 33-36.

There are two primary ways the students become employed. They can either find their own job that meets our standards and his qualifications or we will find the job for him.

If a student is out of work we expect him to be looking for a job on his own. He is to fill out at the end of each day a card that is given to him indicating at least three businesses he went to that day, the name of the manager, and the type of position for which he was applying. If he refuses to make such an effort to help himself, then he must be dealt with accordingly. Possible suspension is the ultimate reprisal. This may sound like it is defeating the program, but he has to see that this program is not a dumping ground and he will not receive credits for doing nothing.

Another alternative to take with a student out of work is to place him on a "project". This is giving him the opportunity to do somewhat of an independent study in a certain area that interests him. He still puts in the same amount of time on the project as the student who is working and he also has to become exposed to the business community to do research on his project. A typical project for boys is on auto maintenance and servicing.

For the people who are on a job the employer signs a work agreement at the beginning of the employment period to indicate the conditions of employment.[5] A copy of this agreement is enclosed in this report. This agreement is also signed by the student, the parents, the O.D. Coordinator, the principal, and the chairman of the advisory board. (The advisory board will be discussed later.)

5. A copy of the employment agreement is on page 38.

All of these signatures are necessary to insure that all parties involved explicitly understand the terms and their obligations.

Each employer also rates the students who are working for him according to areas that are listed on the rating sheet given to him. An example of this sheet has also been incorporated in this paper.[6] In this way we can see what areas of performance need to be improved. This is also how the student receives his grade for the work experience.

It can not be overemphasized how important the role of the employer is, especially in dealing with this type of youngster. The employer should be completely familiarized with the aims and objectives of the program as well as the background of the young person he is going to have working with him.

It is also important that the employer should give the student a variety of experiences in his business. This type of youngster will generally become easily bored and lose motivation if he does not see some results and praise for his accomplishments and a variety of tasks. It is a good idea to include what is called a "schedule of experiences" with the employment agreement so the student can see just what he will be experiencing on his job. This also makes his class related instruction easier to organize and present at the proper time.

It is also important that the employer feels free to contact the coordinator at any time regarding a problem, a question, or any significant remarks. The existing employers are probably the best

6. A copy of the rating sheet used is on page 39.

public relations people the O.D. program has.

This year our program used thirty eight different businesses and organizations as work stations.[7] In these thirty eight sources we had fifty nine different jobs, meaning that some businesses agreed to use another student if one did not work out, or we might have had more than one student employed at one training station. At these thirty eight different businesses or organizations our students earned approximately $23,000.00 during the school year.

A debatable question that often arises is what the wage should be for that student who might not be productive in the capacity he is working. To me, the wage that is being paid is not that important. More important is that the business is meeting the minimum wage requirement and the student feels needed by the business and the employer. On touring a business where a student is working, he will generally point out his occupational duties and accomplishments and <u>not</u> his paycheck.

Once again, a book could be written about this area, however, to repeat, the main emphasis in his work experience should be placed on the student's feeling of self worth, accomplishment, and development of a sense of responsibility.

At the end of the year the students decided to give their employers a gift to express their appreciation for the experiences they had had during the year. For these students to want to give something, in itself, is quite a change. They presented a desk pen set to each employer, with an inscription on it. The fine comments from the employers for this generous act were very gratifying.

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7. A list of work stations used the past year is on page 40.

D. Advisory Committees

As was previously mentioned one of the most important aspects of this program is the rapport that must be established between the program coordinator and the other school officials; such as, the administration, the counselors, and the other teachers who instruct these students the other two class periods they are in school. One important media used to keep this line of communication open was the establishment of a "faculty advisory committee". We formed such a committee composed of the following; the school principal, a guidance counselor, fifteen teachers who had these students in their classrooms, a representative from the school system's division of pupil personnel who served as a psychological evaluator, and myself. I feel many good suggestions and a greater understanding of common problems and goals resulted from this committee. Once the teachers understand some of the backgrounds oi these students they are generally better equipped to understand them and encourage them in the classroom. (I fealt that we did not, however, use this group as often as we should have.)

The other important advisory board consisted of community businessmen and leaders who served both this program and the Diversified Occupations program at Washington and Lincoln High Schools. This advisory board consisted of five people from the business community, a principal and counselor from each of the two high schools, the director of vocational education in the city, the coordinator of D.O. and myself. This advisory board was designed to assist us in planning curriculum, explore the type of work our

students were doing in the business community, suggest new approaches to use in promoting our programs, and to carry our purposes back to the rest of the many potential business laboratories, as they are called, that exist in the community. This group met approximately once every six weeks. It was extremely informative, to us as well as to them.

E. Statistics

As will be seen from the following statistics, we were not able to keep all those students who were placed in the program. However, this does not mean a lack of success. It should not be forgotten that these youngsters have had sixteen, seventeen, and more years to develop their lifestyles and no single experience is going to alter all of those patterns or be a cure-all. Rather than concentrate on those who did dropout, emphasis should be given to those who were kept in school who might not have otherwise remained. Perhaps the upcoming year will once again bring us in contact with some of those we were unable to help this year.

1. Total number of students enrolled throughout the year: 29
   Total number of students ever enrolled at one time: 25
   Total number of students completing the year: 16

2. Boys: 11 Girls: 5 (completing the year)

3. Sophomore: 8 (3 girls - 5 boys)
   Juniors: 3 (1 girl - 2 boys)
   Seniors: 5 (1 girl - 4 boys)

4. Out of the original 29 students, 16 had previously dropped from school before this year.

5. Average grade prior to this year: D
   Average grade at the end of this year: C-

6. Number of students from broken homes: 12

7. 80% of these students were rated "below average" by their teachers on the student's "Character Ratings" kept in their official files.

8. Students on probation or parole at one time: 14

9. Average I.Q. : 93

10. Average I.T.E.D. reading score (composite): 33%ile
    Average I.T.E.D. overall score (composite): 36%ile (national)
    8%ile (local)

11. Average number of days per year previously missed in school prior to this school year: 28½ days (not including those students who previously dropped)

    Average number of days missed this school year: 11 days

12. Number of students who were employed in school related part-time employment: All 16

F. Conclusions

More than ever before in the nation's history the school system is coming under attack for its lack of ability to deal with the total student population. Also more than ever before the national percentage of "disadvantaged" students is increasing. This type of program is just one step in trying to reach those youngsters who have almost become conditioned to expecting failure. The rewards may seem few, but they may eventually appear in the form of decreased unemployment, lower percentages of welfare, and a greater percentage of good citizenship. Our efforts can not stop with just a shot in the arm. We must try to immunize as much of the body as we can. Perhaps the disease may not disappear, but we might help to keep it from spreading.

THE FOLLOWING PAGES ARE FORMS AND LISTS

REFERRED TO AND FOOTNOTED PREVIOUSLY

WASHINGTON SENIOR HIGH SCHOOL

OCCUPATIONAL DEVELOPMENT

Application for Occupational Development

(Please type or print clearly--use ink)

Name _____ Soc. Security No. _____

Address _____ How long have you lived in this city? _____

Telephone Number _____ Date of Birth _____ Height _____

Weight _____ Homeroom Teacher _____

School Information

Grade Classifications (this year) _____

Counselor's Name _____

Did anyone advise you to take O.D. _____ Who? _____

Have you ever dropped out of school before? _____ When? _____

What do you think of school? _____

_____

_____

List the previous subjects you have had in High School and the grades you received:

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

Family Information

Do you live with your parents? _____ If not, give name of guardian _____

_____

Father's place of work _____ Position _____

Mother's place of work _____ Position _____

Number of Brothers _____ Still Home _____ Number of Sisters _____ Still Home____

Occupational Information

What type of work would you like to do (part-time while in school)? _____

_____

Are you presently employed? _____ If so, Give employers name and business address-

_____

PAGE 2

What work experiences have you previously had (list places and dates)?

1. _____

2. _____

3. _____

4. _____

What type of work would you like to be doing 5 years from now? _____

_____

If you are accepted in O.D., would you be willing to be in school the full day if you did not have a job yet? _____ Have you ever been arrested or convicted of any crime? _____ If so, give details _____

_____

Do you have a probation officer? _____ If so, who? _____

Have you ever been on probation? _____ If so, to whom?_____

WHY DO YOU WANT TO TAKE OCCUPATIONAL DEVELOPMENT? _____

_____

_____

_____

_____

_____

_____

_____

_____

REFERENCES

These people should be personal references, NOT RELATIVES, preferably business people.

NAME ADDRESS TELEPHONE

_____

_____

_____

_____

_____

_____

PAGE 3

If I am admitted to the Occupational Development Program, I promise to abide by the following rules and regulations:

1. I am not guaranteed a job and neither am I assigned a job. My coordinator may suggest training and help me in securing a position which seems suitable and then it is up to me and the employer to discuss the requirements and other responsibilities of the job. If I qualify and am hired, I am in the coop program for the year; if I do not qualify for a training station and am unable to get hired, I shall be returned to the regular school program or work on a job-related school project.

2. I am to receive instruction on a job, or in an industry in which I hope to work after graduation.

3. I am to be paid the going-rate for my work.

4. I am to have a combined school/work-week which will not exceed the number of hours which are standard for the work week in the industry where I am employed. I must average a minimum of 10 hours on the job per week over the course of the year.

5. I will discuss my future plans with my coordinator and the high school counselor.

6. I may earn a maximum of four semester credits toward graduation in this program.

7. I will be present and on time each day both in school and at work.

8. I will notify my employer, my coordinator and the Principal's office as far in advance as possible of my inability to report for school or work.

9. I will be prompt and accurate in making all required reports for the school and for my employer.

10. I will, at all times keep my coordinator of any problems which may confront me in school, on the job, or in my personal life.

11. I will be dropped from the program resulting in a loss of four semester credits if I leave my employment without the consent of my coordinator.

12. I shall be dropped from the program resulting in the loss of two semester credits for failure to secure re-employment if I am discharged for cause.

13. I may retain my two semester credits for graduation by doing extension work, outside class work, and jobs assigned by my coordinator if I lose my job.

14. I will be suspended from the program at the discretion of the coordinator if I particupate in any form of truancy.

15. I must remain employed until the date of graduation.

16. No special privilege shall be granted to any student because he is a member of the Cooperative Instruction Program.

17. I will, at all times, conform with the rules, regulations, and policies of the school and my employer.

18. I shall perform my duties in school and on the job to the best of my ability.

19. I realize that V.I.C.A. (Vocational and Industrial Clubs of America) is an integral part of my training and will participate to the best of my abilities in all club activities which do not interfere with my job or studies.

20. I will fulfill all the requirements that may be set up from time to time by the state, federal, local departments of education and my coordinator pertaining to the operations of this program.

21. I will present myself to the school and business community in such a way as not to cause undue offense because of clothing, haircuts, or the lack of cleanliness.

22. I understand the duties and responsibilities connected with my training and my admission to the Cooperative Instruction Program, and accept this of my own accord.

_____

(Student's Signature)

The above provisions of the Cooperative Part-Time Training Program have been read by me. I hereby give my consent for my son/daughter to be assigned to a supervised job as part of the regular school program.

_____

(Signature of Parent or Guardian)

_____

(Date)

Personal File--------(Office Use Only)

Occupational Development Student .

1. Name _____ Classification _____

2. Father's Occupation _____
   Mother's Occupation _____
   Number of brothers and sisters _____
   Parents divorced _____ Separated _____ Father Missing _____
   Mother Missing _____ Stepfather _____ Stepmother _____
   This is a fosterchild _____ Welfare Family _____

3. Recommended into the program by _____

4. Reason for recommendation: _____
   _____
   _____
   _____

5. Training Station _____ Hours _____ Salary _____
   Supervisor _____ Reports #1 _____
   #2 _____ #3 _____ #4 _____

6. Average Absence previously _____, Average grades previously _____ ITED Scores: L _____ N _____
   I.Q. _____

   Character Traits: Inferior _____ Below Average _____
   Average _____ Above Average _____ Excellent _____
   Number of arrests _____ Probation Officer _____
   Previous school dropout _____

7. Family Impressions: _____
   _____
   _____
   _____
   _____
   _____
   _____

8. Student Impressions: _____
   _____
   _____
   _____
   _____
   _____
   _____

List of 1970-71-72 Films and Related Materials

Films:

I. McGraw-Hill Films
330 West 42nd Street, N.Y., N.Y. 10036

1.	"A Good Place To Be" Code 657251	$10.00
2.	"Jobs For Men: Where Am I Going?" Code 657252	10.00
3.	"Jobs For Women: Where Are You Going Virginia?" co. 657253	10.00
4.	"Jobs and Continuing Education: Ernie Rodriquez Hates School" Code 657254	10.00
5.	"Jobs and Interviews: Getting Started" Code 657255	12.50

II. University of S.Dak. Film Rentals, Vermillion, S.Dak.

1.	"Your Job: Finding the Right One"	2.60
2.	"Your Job: Applying for it"	2.60
3.	"Your Job: Fitting In"	2.95
4.	"Your Job: You and Your Boss"	2.95
5.	"Your Job: Good Work Habits"	2.60
6.	"Your Job: Getting Ahead"	2.95
7.	"Odyssey of a Dropout"	3.25
8.	"Choosing Your Occupation"	1.75
9.	"Story of Our Money System"	1.75
10.	"You and Your Work"	1.75
11.	"Act Your Age: Emotional Maturity"	2.25
12.	"Right or Wrong? (Making Moral Decisions)"	1.75
13.	"Who Should Decide? (Area of Parental Authority)"	1.75
14.	"Why We Respect the Law"	2.25

Films: (Continued)

III. Visual Aids Service
University of Illinois
Division of University Extension
Champaign, Illinois 61820

1.	"The American Alcoholic"	#81921	$20.50
2.	"Activity Group Therapy"	#80740	8.55
3.	"America's Crises: The Hard Way	#81489	10.40
4.	"America's Crises: Values in America- The Young Americans" (net)	#81485	10.40
5.	"Are You Ready for Marriage?"	#51233	3.60
6.	"Early Marriage"	#88600	7.50
7.	"Tour of the White House With Mrs. John F. Kennedy"	#80681	12.40
8.	"Table Manners"	#02745	2.40
9.	"Social-sex Attitudes in Adolescence (Adolescent Development Series)	#51992	4.90

Related Materials:

I. S.R.A. (Science Research Associates, Inc.)
259 East Erie Street
Chicago, Illinois 60611

1.	Handbook of Job Facts	5-63	$ 4.85
2.	Charting Your Job Future	5-130	2.10
3.	Guidance Series Booklets	5-1071 57 Booklets	40.00
4.	Careers for High School Graduates (If You're Not Going To College)	5-201	2.25
5.	Careers for Women	5-260	2.25

READING LIST FOR OCCUPATIONAL DEVELOPMENT STUDENTS

131.34 F855W	Freeman, Lucy Why People Act That Way Psychoanalysis	1965
136.7 R813S	Rosenberg, Morris Society and the Adolescent Self-Image Over 5,000 high school students of different social, religious, and nationality backgrounds were studied to show the effect of family experience, neighborhoods, minority groups, etc. on their self-image and response to society.	1965
331 P391A	Pelling, Henry American Labor This history of labor in the United States examines three hundred years of Americans at work and attempts to discover what is uniquely "American" about our labor experience and why that experience has been woven inseparably into the whole story of American Civilization.	1960
331.6 H434w	Heaps, Willard Allison Wandering Workers The story of American immigrant farm workers and their problems.	1968
332 I62	U.S. News and World Reports - Publisher Investments, Insurance, Wills, simplified.	1969
332.6 P231b	Paradis, Adrin The Bulls and the Bears How the stock exchange works.	1967 Title II
640.73 J12h	Jackson, Charles How to Buy a Used Car Guide to help you get your money's worth.	1967 Title II
746.9 B753t	Boucher, Francois 20,000 Years of Fashion. Profusely illustrated.	1967
136.7 H332	Hartley, Ruth Understanding Children's Play	1952

301.3 N714	The 99th Hour The population crisis in the United States	1967
330 M382o	Martin, Richard Economics and it's significance	1965
658 B967m	Burns, Tom The Management of Innovation This book is about the attempts, successful and unsuccessful, of industry to exploit new scientific information.	1962
301.15 B799t	Bradford, Leland T-Group Theory and Laboratory Method	c1964
301.15 C329g	Cartwright, Dorwin Group Dynamics	1968
301.2 W855e	Wolfe, Tom The Electric Kool-Aid Acid Test	1968 Title II
330.973 A374m	Alexander, Albert The Modern Economy in Action U.S. Economic conditions 1945	1968
330.973 D262p	Davis, Kenneth The paradox of poverty in America	1969
331.1 A291e	Aiken, Michael Economic failure, alienation, and extremism Employees, Dismissal of - Case Studies	1968
332.4 N968m	Nugnet, Walter Money and American Society, 1865-1880 Describes the responses of various groups of Americans to changing social conditions in the fifteen years following the Civil War.	1968
333.7 R557m	Rienow, Robert Moment in the Sun The authors present an item-byitem presentation of the ways in which we have ignored ecological principles and abused our environment under the pressures of a burgeoning population and an outmoded frontier creed of exploitation.	1967 Title II

336.7
G493 — Ginzberg, Eli — 1965
The Pluralistic Economy
In an objective and factual manner, this book discusses the major transitions in economy.

574.9
H412i — Hay, John — 1969
In Defense of Nature
The author writes of the life forces that emanate from the smallest seed, the tallest tree, the birds of the air, and the fish of the sea, each a part of continuity which, if broken, may well signal the extinction of man himself, and certainly of the world as we have known it. He focuses his description on the Atlantic seaborad, particularly the Maine and Cape Cod regionals.

640
C592a — Clark, Ava — 1969
Adventures of a Home Economist

649
N532 — The New Encyclopedia of Child Care and Guidance — 1968

301.41
L673d — Lewis, Edwin — 1968
Developing Woman's Potential
The book was written therefore, to help women better understand themselves and to aid counselors in guiding women to discover and make the best use of their individual talents.

301.42
C851c — Cotton, Doroth — 1965
The Case of the Working Mother
The book answers questions as practical as "Who will take care of the kids?" as subtle as "How will I handle my husband?". It is as applicable to the very young mother as it is to the woman whose children are nearly grown.

646.7
A671L — Archer, Elsie — 1968
Let's Face It
The guide to good grooming for girls of color.

659.1
N787m — Nolan, Carroll — 1965
Marketing, Sales Promotion, and Advertising

333.7
U58o — U.S. Department of Agriculture — 1967
Outdoors USA
Handbook of resource conservation, a guide to the American outdoors with its great recreation potential and a primer of natural beauty.

340
L421c — Lawrence, Glenn — 1967
Condemnation — Title II
Your rights when government acquires your property.

362.8
F312f — Feldman, Frances — 1967
Family Social Welfare — Title II
Helping troubled families.

Pr.
371.91
H325w — Hart, Jane — 1968
Where's Hannah — Title II
A handbook for parents and teachers of children with learning disorders.

372.9
D411L — Dennison, George — 1969
The Lives of Children
Socially handicapped Children.

704
K29p — Kellogg, Rhoda — 1967
The Psychology of Children's Art — Title II
Here is a book that will make you a more alert teacher, parent, grandparent, uncle or aunt. You will see and learn that from Korea to Kansas and from Spain to Siam, children everywhere draw the same things in the same way at the same age.

745.2
P868w — Potter, Norman
What is a Designer — 1969
Education and practice - A guide for students and teachers.

SIOUX FALLS INDEPENDENT SCHOOL DISTRICT NO. 1
WASHINGTON SENIOR HIGH SCHOOL
OCCUPATIONAL DEVELOPMENT

EMPLOYMENT AGREEMENT

This employment agreement is to (1) clearly define the conditions and schedule of experiences whereby student _____ is to receive on-the-job instruction as a (an) _____ and (2) serve as a guide to the cooperating parties _____ and Washington Senior High School of the Sioux Falls Independent School District #1, in providing the student the basic skills, knowledge, attitudes and understandings of the occupation. In order that a systematic plan which provides for a well rounded education can be followed, a schedule of work experiences has been worked out and agreed upon by the respective coordinator of occupational development and the employer.

The student agrees to perform diligently, the work experiences assigned to him or her by the employer according to the same policies and regulations that apply to regular employees. The student also agrees to pursue faithfully, the prescribed course of study and to take advantage of every opportunity to improve his efficiency, knowledge and personal traits so that he may enter his chosen occupation as a desirable employee at the termination of the course of study.

In addition to practical instruction, the employer agrees to pay the student for the useful work done while undergoing this program of instruction according to the following plan:

1. The beginning wage will be $_____ per _____ plus _____ for not less than fifteen hours or more than thirty-three hours per week including Saturday and Sunday if the student works these days. It is further understood that at least one-half of the time that the student is working will take place during the time he or she is released from school for that purpose (11:30-3:30) Monday through Friday.
2. A review of wages paid the student will be made jointly by the employer and the coordinator at least once each semester for the purpose of determining a fair and equitable wage adjustment consistent with the student's increased ability and prevailing economic conditions.

Ther period of instruction begins on the _____ day of _____, 19____. There will be a probationary period of _____days during which the interested parties may determine if the student has made a wise choice of occupation and if he should be allowed to continue in the business laboratory.

The signature of the advisory committee chairman signifies that the plan has been reviewed by the committee and recommended by them. THIS PLAN MAY BE TERMINATED FOR CAUSE BY EITHER PARTY.

APPROVALS

40

_____, Student

_____, Parent or Guardian

_____, O.D. Coordinator

_____, Employer

_____, Principal

_____, Chairman of Advisory Committee

NINE WEEK REPORT

PLEASE RETURN
BY THIS DATE

_____

OCCUPATIONAL DEVELOPMENT

Sioux Falls Public Schools

Student-Trainee Rating Report

NAME OF TRAINEE _____ SCHOOL _____

TRAINING STATION _____

Your comments and rating on this report will be used to grade this student's performance for _____ nine weeks grading period of this semester. Over or under evaluation will not help the student or the school. Therefore, please be as frank and impartial as possible in your rating. Your constructive criticism will enable the school to assist the individual student-trainee toward further improvement. This evaluation will be used as a basis for counseling with the student regarding progress on the job. It will be used to help determine a report card grade for the trainee.

RATE TRAINEE ON THE FOLLOWING FACTORS:

	OUT-STANDING	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	FAILING
1. Reliability & responsibility					
2. Industry & initiative					
3. Accuracy					
4. Adaptability to work situation ...					
5. Attitude toward work					
6. Attitude toward other employees ..					
7. Personal appearance					
8. Attention to pertinent details ...					
9. Attendance & punctuality					
10. Quantity of work					
11. Quality of work					
12. Maintenance of equip.,tools,instr.					
13. Practical Judgement					
14. Effectiveness in presenting ideas.					
15. Supervisory ability					

ATTENDANCE

Number of days absent _____ Were you notified in advance? _____

Number of times late for work _____

CITIZENSHIP

High _____ Satisfactory _____ Unsatisfactory _____

OVER-ALL RATING OF STUDENT-TRAINEE

Superior _____ Good _____ Average _____ Weak _____ Failure _____

Rated by: _____ Date _____

Businesses and Organizations

Used as Work Stations

Sunshine Grocery
Norlin Concrete
Ben-Hur Ford
Anderson Hall Motors
Avon Products
Sioux Falls School System
Seymor's Dairy Queen
East 10th Dairy Queen
Harry's Tune Up
Coop Service Center
Mobil Service Center
Shriver's Dept. Store
Stephenson's Womens Shop
Kings Food Host
Lewis Drug Southgate
Hot Fish Shop
Bob's Drive Inn
Gas and Welder's Supply
Sioux Vocational School
Game, Fish, & Parks Dept.
Kopel's Womens Wear
Here's Johnny's
Kentucky Fried Chicken
The Pancake House
The Golden Cue
Robson Hardware
McCrossan Boys Ranch
76 Car Wash
Good Samaritan Nursing Home
Sioux Valley Hospital
Helen's Cafe
Holiday Inn
The Barrel
M & H Hamburgers
Sunrise Sanitary Service
Bridlewood Stable
Mulhair's Carpeting
State Theater